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ABSTRACT

This guide outlines the writing procedures for English Composition Pupil Performance Objective assessments and tests in grades 4, 8, and 10 of the Ottawa County (Ohio) school system. Procedures for both students and teachers are included for the prewriting, first draft writing, and revising/rewriting sessions.
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Darryl Joe Morgan

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THE WRITING PROCESS

For English Composition Testing

In Grades 4, 8, and 10

Revised: 1988

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Introduction

The following writing procedures must be used for all English Composition PPO tests.

All students should respond to the given prompt. Exception would be those students that have an I.E.P. that indicates they are exempt from the CBE program. The prompt for each grade level is listed on a separate paper. The given prompt may be read orally to the pupils; written on the chalkboard; put on a transparency and used with an overhead projector; or a copy of the prompt given to each pupil. The choice is left to the teacher. Use the one which you feel your students would best benefit from and understand clearly.

The prompt establishes the guidelines or provides a response set for the writer.

Each student will participate in prewriting, writing, and revising/rewriting activities. Each student will generate a writing sample which is reflective of the prompt for his/her particular grade level. One class period each may be allotted for the prewriting, writing, and rewriting/revising. It is important to understand that for some writers the writing stages occur simultaneously rather than consecutively. Therefore, less time may be needed depending on the skill and maturity of the student(s).

Procedures

I. Prewriting (First Session)

The student will:

- A. Respond in writing to the given testing prompt for his/her grade level.
- B. Jot down interesting/supporting details/ideas that could help to develop the topic that is expressed in the prompt.
- C. Clearly identify audience and purpose.
- D. Place his/her name and class period number (if appropriate) on the composition in the upper right hand corner.

The teacher will:

- A. Provide the students with the given prompt as per grade level.
- B. Assist the students in appropriate prewriting activities.
- C. Remind each student to put his/her name and class period number (if appropriate) on the composition.
- D. Collect student papers and place in appropriate envelope.
- E. Not evaluate or place marks on students' writing.

II. Writing the First Draft (Second Session)

The student will:

- A. Have one class session/period to write without interruption to allow his/her thoughts to flow freely.

Procedures (continued)

The teacher will:

- A. Hand back compositions/papers to the students from the first session.
- B. Again, remind each student to put his/her name and class period (if appropriate) on the composition in the upper right hand corner.
- C. Collect student papers and place in appropriate envelope.
- D. Not evaluate or place marks on students's writing.

III. Revising/Rewriting (Third Session)

The student will:

- A. Have one session to edit and rewrite.
- B. Be encouraged to use a dictionary or thesaurus if needed.
- C. Refine ideas, organization, and word choice.
- D. Correct errors in capitalization, punctuation, spelling, grammar, and usage.
- E. Follow required manuscript form (margins, headings, subheading, paging) when appropriate.
- F. Write a neat, final copy. (It is not necessary that papers be written in ink. This decision shall be left to the classroom teacher or the English department of a building.)
- G. Students should double space each page.
- H. Pupils may write on the front and/or back of each page.
- I. Each page should be numbered and their name on each page.
- J. Read his/her final copy.
- K. Count the total number of words in the composition, write and circle the number below their name on the first page.
- L. Give final composition to teacher.

The teacher will:

- A. Redistribute the compositions that have been written and give students general proofreading reminders at the beginning of the session.
- B. Remind each student to place his/her name (first, last) in the upper right hand corner of each page.
- C. Remind each student to number each page, double space each page, and count the total number of words in the composition.
- D. Collect compositions at the end of the session and place in appropriate envelope.
- E. Turn in envelopes to building principal for collection.
- E. Not evaluate any composition.

It is important to remember that not all students' writing needs to be taken through the revision state. However, it is important that students at all levels be taught that revision is an essential step in producing a piece of writing for an audience, and they should be given opportunities to take pieces of writing through the revision stage.